

## Term 4 2010 Reflections & Planning

### **Management**

Will introduce a buddy system so that students are working in pairs at all times. Buddies will be chosen by me and will change fortnightly.

Have asked the students what they would like to learn about in term 4 and have a list of different activities, some of which I can cover off together. We had a quick attempt at a research activity in the last week of term 3. This was extremely successful, the students produced excellent display boards of their chosen research topic. They wrote success criteria and then wrote an opinion on whether or not a piece of work had achieved or not achieved the success criteria.

### **Inquiry**

#### ***When I Grow Up: Our Future***

I have divided the chosen topics into fortnightly sections with the last two weeks of term as a finish off phase.

Weeks 1 & 2 : What Value do We Place on Water?

Weeks 3 & 4 : Life After Fossil Fuels.

Weeks 5 & 6 : Our Class in the Future.

Weeks 7 & 8 : Future Leisure Time Activities.

Weeks 9 & 10 : Finish up any incomplete work.

Each of the four subject parts lends itself to a wide range of research, maths and literacy activities.

### **Numeracy**

I have separated Thomas and Sam out for extension maths work and they will be working through, *Using Maths, Mission into Space*. This book supports the maths work covered in key stages 2 and 3 and puts maths into a real life context. When they master this book I will move them up to stage 4 and 5. This ties in nicely with our Inquiry topic of 'When I Grow Up'.

Mikayla and Dahria will be working together to cement knowledge in number bonds, add/sub to 20, place value, as well as extension work to 40, 60, 100.

Triangles (Nathan, Adrianna, Courtney, Nicole and Tia) will be working on place value using 100.

Squares (Samuel, Hayley, Bri-aan, Jay, Arbaaz, Hemish, Samantha, Jessica and Litysha) will be working on place value using 1000.

Diamonds (Ethan, Cyle, Jessika, Raina and Georgia) will be working on place value using 10,000 +.

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### **Literacy - Writing**

All students will be working on correct spelling of numbers as part of their weekly spelling lists.

The first batch of epal letters has been sent by snail-mail to get the process started. The next contact will be by our students logging into the webpage belonging to their epal and corresponding directly.

Goals for Term 4 will be addressed in the first week of the term.

The Inquiry topic provides opportunity for authentic writing and the use of graphic organizers to organize information and thinking.

Using *Little Red Riding Hood* as a reference the students will be asked to write a fairy tale.

Create a journal: front cover, index, contents page etc.

Taking a viewpoint (community, sustainability, environment, endangered species, water and arguing this successfully.

Paragraphing and punctuation will continue to be a focus for this term.

### **Literacy - Reading**

The focus for this term will be reading for comprehension.

Thomas, Jay, Hayley, Raina, Georgia and Jessica (maybe Arbaaz ?) (average reading age of 11 years) will be group reading Margaret Mahy's *An Alien in the Family*. I will design a range of worksheets that go with this book and I will guide these students through their first ever book critic experience.

Dahria, Adrianna and Nicole will focus on retention of word sounds and phonetics to move them above their current reading age.

All other students will read and respond to a variety of worksheets that demonstrate a deep understanding of the text being read and discussed.

I will attempt to find a book that has comprehension activities for those reading at 10 years of age (Ethan, Tia, Litysha, Sam, Jessika, Arbaaz ((depending on decision about including him in the top group)) and Samuel).